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CW High School
AP US Government A

1. **Foundations and Underpinnings of US Government   (20.00%)**

Learning Targets

1.1 **I can distinguish among the fundamental concepts of government, politics, and public policy in a case study.**

Learning Target	Descriptor	Definition
4	Proficient	I can distinguish among the fundamental concepts of government, politics, and public policy in a case study.
3	Developing	I can define the terms government, politics, and public policy, provide examples of each, and explain how they function together.
2	Basic	I can define the terms government, politics, and public policy and provide examples of each.
1	Minimal	I can define the terms government, politics, and public policy.
0	No Evidence	No evidence shown.

1.2 **I can ascertain how people can influence the government's policy agenda through written argument, political cartoons, data interpretation, and other media.**

Learning Target	Descriptor	Definition
4	Proficient	I can ascertain how people can influence the government's policy agenda through written argument, political cartoons, data interpretation, and other media.
3	Developing	I can explain trends found in polling data and interpret the opinion of political cartoonists based on current media research and political knowledge.
2	Basic	I can identify two trends in a poll graph and interpret the meaning of symbols on a political cartoon.
1	Minimal	I can identify what is being measured on a poll graph using the x and y axis.
0	No Evidence	No evidence shown.

1.3 **I can analyze the challenges to democracy presented in the American political cultural components of liberty, egalitarianism, individualism, laissez-faire, and populism, using the theories of Pluralism, Elitism, and Hyperpluralism.**

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the challenges to democracy presented in the American political cultural components of liberty, egalitarianism, individualism, laissez-faire, and populism, using the theories of Pluralism, Elitism, and Hyperpluralism.
3	Developing	I can give examples of liberty, egalitarianism, individualism, laissez-faire, and populism found in American politics, and describe challenges to these components.
2	Basic	I can give examples of liberty, egalitarianism, individualism, laissez-faire, and populism found in American politics.

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Learning Target	Descriptor	Definition
1	Minimal	I can identify and define the cultural components of liberty, egalitarianism, individualism, laissez-faire, and populism.
0	No Evidence	No evidence shown.

1.4 I can apply the western philosophies that underlie the Declaration of Independence; (direct democracy, Roman republican government, Locke, Rousseau, and Montesquieu) to define US democracy and to conclude what makes American democracy unique.

Learning Target	Descriptor	Definition
4	Proficient	I can apply the western philosophies that underlie the Declaration of Independence; (direct democracy, Roman republican government, Locke, Rousseau, and Montesquieu) to define US democracy and to conclude what makes American democracy unique.
3	Developing	I can give specific examples of how Hobbes, Locke, Rousseau, and Montesquieu's ideas made their way into principles found within the Declaration of Independence and the Constitution.
2	Basic	I can explain the influence that early western forms of democracy and enlightenment thinkers had upon the founding of the American government system.
1	Minimal	I can state the underpinnings the founding fathers used to create an American government.
0	No Evidence	No evidence shown.

1.5 I can explain how the weaknesses of the Articles of Confederation laid the groundwork for the Constitution by examining provisions within the Constitution that specifically address these concerns.

Learning Target	Descriptor	Definition
4	Proficient	I can explain how the weaknesses of the Articles of Confederation laid the groundwork for the Constitution by examining provisions within the Constitution that specifically address these concerns.
3	Developing	I can compare the Articles of Confederation to the Constitution to show how weaknesses were addressed within our current government.
2	Basic	I can explain why certain provisions within the Articles of Confederation made our first government vulnerable.
1	Minimal	I can state the weaknesses of the Articles of Confederation.
0	No Evidence	No evidence shown.

2. Creating and Ratifying the US Constitution   (20.00%)

Learning Targets

2.1 I can evaluate three compromises within the Constitution as they relate to Federlist/Anit-Federalist ideology among factions and the function of government.

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Learning Target	Descriptor	Definition
4	Proficient	I can evaluate three compromises within the Constitution as they relate to Federlist/Anit-Federalist ideology among factions and the function of government.
3	Developing	I can provide detailed descriptions of three compromises within the Constitution as they relate to primary source ideology among Federalist/Anti-Federalist factions.
2	Basic	I can explain how three compromises written within the Constitution led to ratification.
1	Minimal	I can identify three compromises written within the Constitution.
0	No Evidence	No evidence shown.

2.2 I can interpret and analyze ideas found within the Federalist and Anti-Federalist Papers as they apply to compromises and ideas within the US Constitution.

Learning Target	Descriptor	Definition
4	Proficient	I can interpret and analyze ideas found within the Federalist and Anti-Federalist Papers as they apply to compromises and ideas within the US Constitution.
3	Developing	I can apply the concepts found within Federalist 10 and Federalist 51 to ideas provided within the US Constitution.
2	Basic	I can summarize The Federalist 10 by writing the concepts in my own words.
1	Minimal	I can summarize two key components found within the federalist papers and identify the author.
0	No Evidence	No evidence shown.

2.3 I can evaluate the "Madisonian Model" (separation of powers and checks and balances) in terms of efficiency in the operations of government using several examples.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the "Madisonian Model" (separation of powers and checks and balances) in terms of efficiency in the operations of government using several examples.
3	Developing	I can explain how the branches of government check the power of one another based on provisions written within the Constitution.
2	Basic	I can define several checks of power that branches of government have upon one another.
1	Minimal	I can identify a check of power each branch of government has upon another on a diagram.
0	No Evidence	No evidence shown.

2.4 I can ascertain how constitutional changes – both formal (amendments) and informal- continue to shape and alter the Madisonian system citing specific examples.

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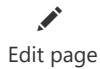| Learning Target	Descriptor	Definition
4	Proficient	I can ascertain how constitutional changes – both formal (amendments) and informal- continue to shape and alter the Madisonian system citing specific examples.
3	Developing	I can describe multiple ways amendments and Constitutional interpretations may be introduced and used to shape the direction of government.
2	Basic	I can explain one process of creating Constitutional amendments.
1	Minimal	I can define what an amendment is, and recall the process for creating an amendment.
0	No Evidence	No evidence shown.

3. The Federalist System (20.00%)

Learning Targets

3.1 I can evaluate the strengths and weaknesses of three basic forms of governmental structures (federalism, unitary, and confederacy) in terms government effectiveness.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the strengths and weaknesses of three basic forms of governmental structures (federalism, unitary, and confederacy) in terms government effectiveness.
3	Developing	I can describe the strengths and weaknesses of three basic forms of governmental structures.
2	Basic	I can give examples (historical or temporary) of three basic forms of government.
1	Minimal	I can define three basic forms of governmental structures.
0	No Evidence	No evidence shown.

3.2 I can analyze the ways in which the Constitution determines powers and limits of state and national governments; and evaluate how contrasting interpretations of the supremacy clause and Tenth Amendment lead to divergent views.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the ways in which the Constitution determines powers and limits of state and national governments; and evaluate how contrasting interpretations of the supremacy clause and Tenth Amendment lead to divergent views.
3	Developing	I can explain the effect that the 10th Amendment and Supremacy clause have upon the powers of the federal and state governments
2	Basic	I can list multiple powers delegated to the states and those reserved for the federal government.
1	Minimal	I can define federalism as it relates to the 10th Amendment.
0	No Evidence	No evidence shown.

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3   I can understand the relationship of implied powers and enumerated powers as set forth in the McCulloch v. Maryland, Gibbons v. Ogden, and other Supreme Court cases.

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Learning Target	Descriptor	Definition
4	Proficient	I can understand the relationship of implied powers and enumerated powers as set forth in the McCulloch v. Maryland, Gibbons v. Ogden, and other Supreme Court cases.
3	Developing	I can explain how implied and enumerated powers have developed using historical cases that have set the boundaries of state and federal powers.
2	Basic	I can give examples showing how implied and enumerated powers have been historically used.
1	Minimal	I can define what is meant by an implied and enumerated power.
0	No Evidence	No evidence shown.

3.4 I can research and analyze a grant in aid to assess the role that federal money plays in state politics.

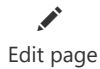| Learning Target	Descriptor	Definition
4	Proficient	I can research and analyze a grant in aid to assess the role that federal money plays in state politics.
3	Developing	I can connect fiscal federalism to state politics using examples of several grants in aid.
2	Basic	I can explain why grants in aid often come with mandates.
1	Minimal	I can define fiscal federalism and list several examples of grants-in aid.
0	No Evidence	No evidence shown.

4. Civil Liberties and Public Policy (20.00%)

Learning Targets

4.1 I can analyze the ideas within the ten amendments in the Bill of Rights; and take a position on the importance of these rights to American citizens.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the ideas within the ten amendments in the Bill of Rights; and take a position on the importance of these rights to American citizens.
3	Developing	I can explain how the Bill of Rights has been applied to individual cases.
2	Basic	I can recall and define the provisions set forth in the Bill of Rights.
1	Minimal	I can recall the principle protections of five Bill of Rights Amendments.
0	No Evidence	No evidence shown.

4.2 I can describe how two constitutional statements about religion and government(the establishment clause and the free exercise clause)may sometimes conflict with other freedoms found within the Bill of Rights.

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can describe how two constitutional statements about religion and government(the establishment clause and the free exercise clause)may sometimes conflict with other freedoms found within the Bill of Rights.
3	Developing	I can explain the difference between the establishment clause and the free exercise clause using several examples.
2	Basic	I can define the terms establishment clause and the free exercise clause as they apply to religion.
1	Minimal	I can associate the freedom of religion with the First Amendment.
0	No Evidence	No evidence shown.

4.3 I can differentiate between the limits of freedoms within the first four Amendment concepts by interpreting Supreme Court cases.

Learning Target	Descriptor	Definition
4	Proficient	I can differentiate between the limits of freedoms within the first four Amendment concepts by interpreting Supreme Court cases.
3	Developing	I can apply provisions of the first and fourth Amendments to Supreme Court cases.
2	Basic	I can explain what is meant by freedom of speech, press, assembly, petition, bearing arms and search and seizure.
1	Minimal	I can list multiple freedoms found within the first 4 Amendments.
0	No Evidence	No evidence shown.

4.4 I can explain how specific provisions within the Bill of Rights have been used to extend basic rights to defendants in criminal trials in Supreme Court Cases.

Learning Target	Descriptor	Definition
4	Proficient	I can explain how specific provisions within the Bill of Rights have been used to extend basic rights to defendants in criminal trials in Supreme Court Cases.
3	Developing	I can apply provisions of the Fifth, Sixth, and Seventh Amendments to case studies
2	Basic	I can describe the intentions of the Fifth Sixth and Seventh Amendments.
1	Minimal	I can summarize the Fifth Sixth and Seventh Amendments.
0	No Evidence	No evidence shown.

4.5 I can ascertain how concepts such as the right to privacy can be inferred or implied from the Bill of Rights by examining Roe v Wade.

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can ascertain how concepts such as the right to privacy can be inferred or implied from the Bill of Rights by examining Roe v Wade.
3	Developing	I can apply provisions of Roe v Wade to case studies.
2	Basic	I can describe the intentions of the Ninth Amendment.
1	Minimal	I can summarize the ninth Amendment.
0	No Evidence	No evidence shown.

4.6 I can explain how each Amendment provision within the Bill of Rights has been incorporated to the states under the provisions of the 14th Amendment due process clause over time by recalling significant Supreme Court cases.

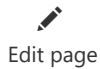| Learning Target	Descriptor	Definition
4	Proficient	I can explain how each Amendment provision within the Bill of Rights has been incorporated to the states under the provisions of the 14th Amendment due process clause over time by recalling significant Supreme Court cases.
3	Developing	I can explain how each Amendment provision within the Bill of Rights has been incorporated to the states under the provisions of the 14th Amendment due process clause over time.
2	Basic	I can explain how most Amendment provisions within the Bill of Rights have been incorporated to the states under the provisions of the 14th Amendment due process clause.
1	Minimal	I can explain how the incororation clause within the 14th Amendment applies civil liberties to the states.
0	No Evidence	No evidence shown.

5. Civil Rights (20.00%)

Learning Targets

5.1 I can analyze different interpretations of equality, such as equality of opportunity contrasted with equality of results identified in provisions within the Constitution and apply them to Supreme Court decisions.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze different interpretations of equality, such as equality of opportunity contrasted with equality of results identified in provisions within the Constitution and apply them to Supreme Court decisions.
3	Developing	I can differentiate between equality, equality of opportunity, and equality of results using specific cases.

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Learning Target	Descriptor	Definition
2	Basic	I can differentiate between equality, equality of opportunity, and equality of results.
1	Minimal	I can define equality, equality of opportunity, and equality of results.
0	No Evidence	No evidence shown.

5.2 I can explain how the Fourteenth Amendment guarantee of "equal protection under the laws" has been applied to the idea of equality using several historical examples.

Learning Target	Descriptor	Definition
4	Proficient	I can explain how the Fourteenth Amendment guarantee of "equal protection under the laws" has been applied to the idea of equality using several historical examples.
3	Developing	I can explain how the idea equal interpretation under the law has developed based on creation and interpretation of the 14th Amendment.
2	Basic	I can give examples of equal protection under the law cases and connect this idea to the 14th Amendment.
1	Minimal	I can define equal protection under the law and connect this idea to the 14th Amendment.
0	No Evidence	No evidence shown.

5.3 I can summarize the reasoning of the Court in the 1954 case of Brown v, Board of Education and use this case to show how the Court set aside its earlier precedent in Plessey v. Ferguson.

Learning Target	Descriptor	Definition
4	Proficient	I can summarize the reasoning of the Court in the 1954 case of Brown v, Board of Education and use this case to show how the Court set aside its earlier precedent in Plessey v. Ferguson.
3	Developing	I can explain how the Supreme Court is a changing and evolving structure using Civil Rights cases in history.
2	Basic	I can compare the Brown v Board decision to the earlier Plessey v Ferguson decision to show how courts may change and overrule over time.
1	Minimal	I can recall the Brown v Board decision as it relates to Civil Rights.
0	No Evidence	No evidence shown.

5.4 I can trace the struggle of African American's right to vote even after the passage of the Fifteenth Amendment; and explain provisions of the Civil Rights Act of 1964 in a media presentation.

Learning Target	Descriptor	Definition
4	Proficient	I can trace the struggle of African American's right to vote even after the passage of the Fifteenth Amendment; and explain provisions of the Civil Rights Act of 1964 in a media presentation.

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Learning Target	Descriptor	Definition
3	Developing	I can ascertain the role of government in overcoming barriers to the Civil Rights movement using multiple examples in a media presentation.
2	Basic	I can give examples of how barriers to civil rights have been overcome and identify leaders in these areas.
1	Minimal	I can identify barriers to African American Civil Rights.
0	No Evidence	No evidence shown.

5.5 I can evaluate major public milestones in the movements of gender equality, Americans with disabilities, and sexual orientation using research and documentary skills.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate major public milestones in the movements of gender equality, Americans with disabilities, and sexual orientation using research and documentary skills.
3	Developing	I can explain barriers to inequality in the movements of gender equality, Americans with disabilities, and sexual orientation connecting them to specific research and case studies.
2	Basic	I can explain barriers to inequality in the movements of gender equality, Americans with disabilities, and sexual orientation.
1	Minimal	I can list examples of inequality that present barriers.
0	No Evidence	No evidence shown.

5.6 I can debate the opposing positions of those who favor affirmative action and those who claim these policies create reverse discrimination.

Learning Target	Descriptor	Definition
4	Proficient	I can debate the opposing positions of those who favor affirmative action and those who claim these policies create reverse discrimination.
3	Developing	I can explain the impetus for the affirmative action movement, take a position, and create and communicate arguments pro and con.
2	Basic	I can organize arguments regarding affirmative action and create an opinion argument.
1	Minimal	I can list arguments for and against affirmative action.
0	No Evidence	No evidence shown.

Submitted on 8/2/2022 by